



# Year 3

## Remote Learning

### English Week 16

#### **Non-Fiction**

This week we are going to start a new **non-fiction** topic.

We will talk about what **non-fiction** is.

Writing about real people, places and events.

Writing dealing with real facts and information.

We will recap the different types of **non-fiction** and then focus on **non-chronological reports**.

**Non-chronological report writing** tries to describe what something is like by giving the reader information and facts about it.

As we are dealing with real facts, we will be making connections between English and geography (Rivers), history (Ancient Egyptians) and science (Rainforests).

We will be looking at the key features of **non-chronological reports** and then writing our own **non-chronological reports** about rainforests and the plants and animals of the rainforest.

#### **Learning Objectives:**

- To understand what non-fiction is.
- To understand what a non-chronological report is.
- To know some of the key features of non-chronological reports (headings, subheadings, contents page, glossary, index, layout, use of letter size, shape, style)
- To draft, compose and write our own non-chronological reports.
- To learn how to scan non-fiction texts to find out information.
- To read and answer questions about non- fictions texts.

We have tried to make each activity accessible for you to do independently, without adult support. We know you are sensible and mature enough to start taking responsibility for your own learning. So, if at any point your parent/guardian is busy, we have made a video that explains each activity for English. All you have to do is watch the videos and do exactly what the teacher has asked. There will be points to pause the video to do your writing.

Remember when writing:

- Good posture helps with neat handwriting and presentation. Both feet flat on the ground.
- Pencil grip
- Do your best joined-up handwriting (if possible).
- Use a sharp pencil.
- Remove distractions (don't sit in front of the TV, it won't help you concentrate).
- Use word mats, dictionaries, thesauruses or even your word type posters to help with spelling and interesting vocabulary choices.

## Lesson 1

If you are working independently without any adult support, watch the following link of Miss Noorani teaching the lesson or you can read it below.

Lesson Introduction- <https://youtu.be/UpqHARrkivY>

Activity 1 flipchart lesson- [https://youtu.be/TDU\\_TRn1WVE](https://youtu.be/TDU_TRn1WVE)

Activity 2 and 3 flipchart lesson- <https://youtu.be/3idXdJr1eo>

### Lesson Introduction-

Watch Ms. Noorani's lesson introduction video.

Today we are going to be talking about what **non-fiction** is, the different types of **non-fiction** writing and then finding out more about **non-chronological reports**.

### Activity 1- What is non-fiction?

Watch Ms. Noorani's flipchart lesson

#### What is **Non-Fiction**?

What does this mean?

What is the purpose of a non-fiction text?

What would you expect to find in this type of text?

How is it different to fiction?

Sort the books into fiction and non-fiction.

We will look and talk about different types of non-fiction writing: instructions, reports, explanations, recounts...

### Activity 2- What is a non-chronological report?

Watch Ms. Noorani's flipchart lesson

What is a non-chronological report?

What does it look like?

How is it organised?

How is it written?

What are the key features?

### Activity 3- Fill in the information book check list.

Get a copy of the information book key feature check list.

Look at as many information books as you can and see if they have any of the key features in them.

Put a tick next to the right box in the check list each time you find one.

If you don't have any of your own, you could visit the Year 3 mobile library.

The Library is open from 9.30 till 12.00 and 1.00 till 2.30. Tuesday is Year 3's day but if this is difficult I don't think it should be a problem for someone to come in on Wednesday or Thursday next week.

The library is set up on the bridge in fine weather and in the corridor outside the office if it rains. No more than two children at a time can look at books. There is hand sanitiser for you to use before looking at any book. Books are wiped down after being handled and any book that has been at home is put away for a week after being returned.

## Lesson 2

If you are working independently without any adult support, watch the following link of Miss Noorani teaching the lesson or you can read it below.

Lesson 2 flipchart lesson- <https://youtu.be/RTp9BOSUoGE>

### Lesson Introduction-

In this lesson you are going to be finishing off a **non-chronological report** by putting in a heading and subheadings to go with some information and adding pictures, diagrams, labels and captions to make the information clearer and more interesting.

### Activity 1- Fill in the missing parts of the non-chronological report.

Watch Ms. Noorani's flipchart lesson

Look at the unfinished non-chronological report.

Read the information and then put in your own **subheadings** to tell the reader what each part (paragraph) of report is about.

Don't put the **heading** in until the end, when you have read all the information and you know what all the information is about.

Add pictures, diagrams, labels and captions to each part (paragraph) of the report to make the information clearer and more interesting to the reader.

When you have finished look at the answer sheet to see how you have done.  
Remember there is no exact answer. It is just to see how I chose to describe the words.

### Lesson 3

If you are working independently without any adult support, watch the following link of Miss Noorani teaching the lesson or you can read it below.

Activity 1 and 2 flipchart lesson- <https://youtu.be/H2YLM8Akwr8>

Activity 2 flipchart lesson- <https://youtu.be/QGbMEyMvK0o>

#### Lesson Introduction-

In this lesson you are going to making a **contents page** and a **glossary** for an information book all about Rivers.

#### Activity 1 – Make a contents page for the Rivers information book.

Watch Ms. Noorani's flipchart lesson

Can you remember what a **Contents Page** is and what it does?  
Where do you find it in an information book?

Look carefully at the list of all the different chapters/parts of the **Rivers** book.

They are all in a muddle.  
Sort them out.

You will need to look at the page numbers to make sure that you put them in the right order.

Make a proper contents page to go at the beginning of the **Rivers** information book.

When you have finished look at the **Contents Page answer sheet** to see how you have done.

#### Activity 2- Make a glossary for the Rivers information book.

Watch Ms. Noorani's flipchart lesson

Can you remember what a **glossary** is and what it does?  
Where do you find it in an information book?

Make a **glossary** to go at the end of the **Rivers** information book.

Remember the words need to be in alphabetical order.

The words that you are explaining need to be in bold.

If you have forgotten what some of these river words mean, you can look at this link again to remind you and help you explain what each word means.

[www.youtube.com/watch?v=7kgONRQjIUU](http://www.youtube.com/watch?v=7kgONRQjIUU)

When you have finished look at the **Glossary answer sheet** to see how you have done.  
Remember there is no one way to describe a word. These are the words that I decided to use.

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